**2.3 Authentic Learning**

Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.

Reflection

The Engaged Learning Project (ELP) was completed to highlight and showcase my ability to use digital tools to create an authentic learning experience for students. I started with an idea and solicited feedback from the peers in my cohort. I provided feedback in the form of coaching to my peers as well. After changes were made to my original project idea, I submitted a draft to my instructor for final approval. Although, implementation was not required at the time the artifact was created, we were encouraged implement it at some point. Some members of the cohort chose to collaborate on this project, but I chose to complete it individually. The Engaged Learning Project demonstrates International Society for Technology in Education’s (ISTE) Essential Condition of Student-Centered Learning- “Use technology to facilitate engaging approaches to learning” (Williamson and Redish, 2009, p.13).

2.3 Authentic Learning outlines the criteria candidates need to model and facilitate the use of digital tools and resources to engage students in authentic learning experience. The artifact I chose, showcases my ability to use a variety of digital tools to create authentic learning opportunities for students. I was tasked with creating an experience for ten students or more, link the project to one or more content standards supported by my district and or state, link the project to technology standards, include an assessment, and it must include or address students with special needs such as English Language Learners (ELL) or Students with Disabilities (SWD) to name several major expectations. I chose to create a multi-grade lesson for kindergarten, first, and second grade students where they would distinguish between solid figures or three-dimensional shapes and plane shapes or two-dimensional shapes. The project included Math, ELA, and Writing content standards. I incorporated the following five Georgia NET-S Technology Standards: 1) Creativity and Innovation, 3) Research and Information Fluency, 4) Critical Thinking, Problem solving, and Decision Making, 5) Digital Citizenship, and 6) Technology Operations and Concepts. I included the following engaged learning indicators: 1) Authentic/Meaningful, and 2) Student as Explorer. I evaluated this lesson at a LoTi level 3 for instructional model, and a 4 for authenticity. This project was challenging for me because this is not the way I would normally create a lesson or unit plan.

Creating this technology ELP was a challenge. I learned how to incorporate engaged learning indicators and LoTi levels into my lesson in addition to addressing specific technology standards. I sought the collaborative feedback from peers and I learned how to give constructive feedback through peer coaching. I was glad that the lesson was required to address the needs of students with special needs like ELLs and SWD. Robler and Doering (2013) reminds us “that instructional design that is deliberately created for individuals with disabilities often provides significant benefits to all students” (p. 55). If I were to improve the quality of this artifact, I would definitely include more engaged learning indicators like Challenging, Multi-disciplinary, and Performance-Based for examples. I would also increase the LoTi level for both Instructional Model and Authenticity.

The work that went into creating this artifact impacts school improvement because I learned skills that I can use currently as a teacher or later as an instructional coach. Implementing skills, I learned will impact student achievement eventually as I transform into a better teacher. The impact I make is measured in increased rigor as assessed on TKES walk-throughs, observations, student data and student surveys. If I were to teach others what I have learned, I can improve faculty development and student learning for students outside of my class. When our College and Career Ready Performance Index (CCRPI) increase, I would like to think that it is because teachers like me are learning how to become better teachers and are implementing what we have learned into lessons, which increases the rigor for our students.